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Limited English Proficient (LEP) Student Testing Program

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Additional Manuals and Bulletins

Administration and Reporting Guidelines for NASAA
ESL Technical Bulletins 05-1 (www.doe.nv.gov)

General Information

In accordance with state and federal requirements all students must participate in the Nevada Proficiency Examination Program (NPEP). These include the Criterion-Referenced Tests (CRTs), Norm-Referenced Tests (NRTs), the Writing Assessment, and the High School Proficiency Examination (HSPE). A general description of the NPEP assessments, including the testing windows can be found in the Overview and Introduction section of the manual.

Students with specialized needs may include students identified as students with disabilities in need of services in accordance with NRS 388.440 and the Individuals with Disabilities Education Act (IDEA) or general education students protected from discrimination under Section 504 of the Rehabilitation Act of 1973. It must be recognized that these are two separate and distinct groups of students with specific rights afforded in accordance with two different federal statutes.

Students who are identified for services under NRS 388.440 and IDEA must meet specific state criteria and must have a current Individualized Educational Program. Students who are afforded accommodations under Section 504 of the Rehabilitation Act of 1973 must have a current Section 504 Accommodation Plan. Students who are only identified as Gifted and Talented are not students with Specialized Needs relative to statewide testing.

Limited English Proficient (LEP) students are identified by their scores on the *Language Assessment Scales (LAS)* or the *Pre-LAS*. All limited English proficient students must be tested for English language proficiency as well as for subject area content knowledge. The *English Language Proficiency Assessment (ELPA)* will be used to assess English language proficiency in speaking, listening, reading, writing, and comprehension. *ELPA* scores cannot be used to exempt LEP students from state-mandated content area assessments. All LEP students must participate in the state subject area content assessments.

The following information has been developed to assist school officials in making appropriate decisions related to the participation of all students with specialized needs in NPEP assessments.

All school officials involved with the administration or proctoring of state assessments must be familiar with the Overview and Introduction and Test Security sections in this manual as well as each section for the specific test(s) to be administered.

Students Eligible for Services under IDEA

Under the Individuals with Disabilities Education Act (IDEA), the Individualized Educational Program (IEP) committee has the authority to determine how a student will participate in the statewide assessment program. The IEP committee may decide that a student with a disability will participate in the state assessment program in one of the following ways:

1. Under standard conditions using no accommodations or using accommodations that do not affect the validity of the assessment results¹;
2. Under non-standard conditions, using testing modifications which change or alter the content or administration of the assessment and are judged to invalidate the test result; or
3. Participate in the state's alternate assessment program. This is for those students who have been identified with the most significant cognitive disabilities.

Accommodations are designed to improve access to the assessment and its content while maintaining test validity and comparability of scores. Accommodations are variations in the assessment environment or process; including scheduling, setting, administration, and response format. A copy of the IEP accommodation form for the 2005-2006 school year can be found in an appendix at the end of this section.

IEP committees must be familiar with the state's list of accommodations for each state assessment before making decisions regarding how a student will participate in a particular assessment. IEP committees should carefully weigh the consequences associated with the use of accommodations and modifications. Any accommodation selected for a state assessment should be one used during the regular instructional day in the classroom to address a student's identified need. For example, the IEP committee may determine that a student needs a calculator as an accommodation for the math portion of the HSPE. In this example, the student would already be using a calculator in his/her current math class during problem solving exercises. Such an accommodation would be written in the student's IEP under Supplemental Aids and Services. There should be no attempt to implement or try accommodations unfamiliar to the student at test time.

The IEP committee may consider using an accommodation for an individual student during testing that is not listed on the IEP Accommodation Form. When this occurs, a written request for the accommodation must be submitted to the Nevada Department of Education (NDE), Office of Assessment, Program Accountability, and Curriculum no later than one month prior to the scheduled test date by the school administrator or counselor serving on the IEP committee. The accommodation request must be reasonable and consistent with accommodations used in the student's instructional program. Approval will be granted on a case-by-case and test-by-test basis and only if, in the judgment of the NDE, the requested accommodations do not affect the validity of the student's performance. Approval will be given for a specified period of time only. The approval letter, if the accommodation is granted, must be included with the student's IEP. Schools will receive the Department of Education's decision no later than one week prior to the date of the test.

A student may require a test modification to make the testing experience meaningful, even though there are consequences associated with using a test modification. **Testing modifications are changes in the administration and/or content of the assessment that affect the validity of the test results.** Testing modifications alter the scope or content of what is being assessed. Test scores for students who take an assessment using modifications will be considered in the lowest achievement category and will not be counted relative to participation for purposes

¹ Any accommodation selected for a student must be written in the student's IEP and should be one that is used during the regular instructional day in the classroom to address an identified need.

of AYP. Additionally, to be counted as passing the HSPE and meeting the graduation requirements associated with this test, a student must be administered the tests under regular conditions or with approved accommodations. Clearly, IEP committees must make decisions regarding the use of testing modifications for an individual student with a full understanding of the consequence for the student, the school and the district.

Students with disabilities must take the state-required tests during the same window of administration as all other students. All special education students must take the state tests appropriate for the grade level in which they are enrolled. Additionally, special education students must be administered all sub-tests of each examination of the CRTs, NRTs, Writing Assessment, and the HSPE. All students, including students with disabilities are required to participate in the HSPE assessment program beginning in the 10th grade. All 11th grade students with disabilities entering a district must provide evidence that they have participated in the HSPE program in the 10th grade, or they will be required to participate in the assessment program during their 11th grade year relative to state and federal participation requirements. All students, including students receiving special education services, have more than one opportunity to pass the *HSPE* and need to be exposed to the general education curriculum in all subject areas upon which the *HSPE* is based, e.g., reading, writing, and math. The general curriculum for students with disabilities is defined as the same curriculum as the one for non-disabled peers and sets an expectation that students with disabilities will be taught and assessed on grade level content and achievement standards. Additional information on each of the NPEP assessments can be found in the appropriate sections of this manual.

Alternate Assessment

Currently, the only option to participation in the CRTs, NRTs, Writing Assessment, and the HSPE is for those students who are participating in the state's alternate assessment, the *Nevada Alternate Scales of Academic Achievement (NASAA)*. Information on the *NASAA*, including student eligibility requirements, can be found in the Alternate Assessment section of this manual. All assessments, including the alternate assessment, must be completed within the identified testing windows.

Students with a Section 504 Accommodation Plan

Section 504 of the Rehabilitation Act of 1973 protects qualified individuals from discrimination based on their disability. A school team, primarily composed of general education staff, determines if a student requires a Section 504 Accommodation Plan. The Accommodation Plan outlines adjustments and/or accommodations to be implemented in the student's school program and during assessments, if necessary.

Students receiving accommodations through a Section 504 Accommodation Plan may participate in the statewide assessment program:

1. Under standard conditions using no accommodations, or

2. Using accommodations that do not affect the validity of the assessment results.²

The Section 504 Plan must indicate the accommodation the student needs from the list of accommodations that appear on the state's Section 504 Accommodation form. The Section 504 Accommodation Plan must further indicate the assessment(s) for which the student requires the identified accommodations. A copy of the Section 504 accommodation form for the 2005-2006 school year can be found in an appendix at the end of this section.

A written request for an accommodation not included on the State's Section 504 Accommodation form must be submitted to the Nevada Department of Education (NDE), Office of Assessment, Program Accountability, and Curriculum no later than one month prior to the scheduled test date by the school administrator or counselor. The accommodation request must be reasonable and consistent with accommodations used in the student's instructional program. A copy of the student's Section 504 Accommodation Plan must be included with each request. Approval will be made on a case-by-case and a test-by-test basis and only if, in the judgment of the NDE, the requested accommodation does not affect the validity of the assessment. Approval will be given for a specified period of time only. The approval letter, if the accommodation is granted, must be included with the student's records. Schools will receive the Department of Education's decision no later than one week prior to the date of the test.

NOTE: Section 504 students may not use a calculator on the *HSPE*. NAC 388.0565 allows the use of a calculator on the *HSPE* **only** if a student is enrolled in a program of special education pursuant to NRS 399.440—388.520, inclusive, and his/her Individualized Educational Program specifies that he/she may use a calculator for assessment purposes.

Students with Limited English Proficiency

For the school year 2005-2006, *LAS Links*, published by CTB McGraw-Hill will be used as the *English Language Proficiency Assessment (ELPA)*, which will be used to determine English language proficiency for LEP students. Districts will continue to use the *LAS* for initial placement of LEP students. Schools have the first 30 days of the school year or two weeks thereafter in which to test LEP students using the *LAS*, for initial placement.

Although LEP students must be assessed in terms of language proficiency according to state and federal statutes, the students' scores on the test used to determine language proficiency, ELPA, cannot exempt them from taking the required statewide tests. Therefore, **all LEP students, regardless of their English language proficiency level, must participate in the state content tests in reading, mathematics, science, and writing.**

"Newly arrived" immigrants, those LEP students new to the United States within the past twelve calendar months, must participate on all state academic content area assessments. Although participation is required, performance and participation among this subpopulation are not included when making AYP decisions.

² Any accommodation selected for a student must be written in the student's Section 504 Accommodation Plan and be one that is used during the regular instructional day in the classroom to address an identified need.

LEP students who have achieved “Proficient” (a combined score of 240³ or greater) on the *ELPA* **must** participate on state-mandated assessments under standard conditions using no accommodations. LEP students who have **not** passed the *ELPA* may participate on the state assessments in one of the following two ways:

1. Under standard conditions using no accommodations, or
2. Using accommodations that do not affect the validity of the assessment results.

Decisions to use accommodations on the state academic content area assessments should be made collectively by the student, parents, teacher(s), and school administrator(s) most familiar with the student’s English language acquisition. However, each student’s file, prior to the administration of the test, must include documentation of the student’s participation in the Nevada Proficiency Examination Program and any accommodations used. Any accommodations in test administration, test setting, or test scheduling that are made consistent with the student’s instructional program **must** be indicated on an accommodation form. This form contains a list of accommodations for LEP students and must be maintained in the student’s records.

A written request for an accommodation not included on the LEP Accommodation form must be submitted to the Nevada Department of Education (NDE), Office of Assessment, Program Accountability, and Curriculum no later than one month prior to the scheduled test date by the school administrator or counselor. The accommodation request must be reasonable and consistent with accommodations used in the student’s instructional program. Approval will be granted on a case-by-case and test-by test basis and only if, in the judgment of the NDE, the requested accommodations do not affect the validity of the student’s performance. Approval will be given for a specified period of time only. The approval letter, if the accommodation is granted, must be included with the student’s records. Schools will receive the Department of Education’s decision no later than one week prior to the date of the test.

Special factors affecting LEP students on state assessments:

1. LEP students who have passed the *ELPA* are not afforded LEP accommodations on NPEP assessments.
2. LEP students who have passed the *ELPA*, but have not yet achieved “Approaching Standard” on any assessment used for purposes of AYP must still be coded as LEP on state assessments.
3. LEP student scores are counted for AYP purposes for two (2) years after they exit the ESL program. To exit the ESL program they must pass the *ELPA* and achieve approaching standard on an AYP assessment.

³ The number will change with the new *ELPA* beginning in the 2005-2006 school year. The new number will be available from the district Title III directors and on the NDE website (www.doe.nv.gov).

IEP Accommodations Form
for the Nevada Proficiency Examination Program
Effective for 2005-2006 School Year Only

Student Name: _____ **Date:** _____

This form is to be used by a student's IEP committee in documenting need for testing accommodations and must accompany the IEP. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security guidelines must be strictly adhered to in the administration of NPEP testing for all students. At least one of options I through III must be completed. Students identified only as Gifted and/or Talented may not use accommodations.

I. NO ACCOMMODATIONS NEEDED

_____ It is the judgment of the IEP committee that no accommodations are needed for this student. The student will test using standard conditions.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the *ITBS* and *ITED*, and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

_____ Individual administration will be allowed.

_____ Small group administration (other than regular classroom) will be allowed.

_____ Administration in an alternative setting will be allowed.

_____ Describe: _____

_____ Provide for special lighting.

_____ Describe: _____

_____ Provide for test administration in a study carrel or reasonable substitute.

_____ Provide for special acoustics such as an amplifier for verbal instructions.

_____ Describe: _____

Accommodations in Test Scheduling (Check only those that apply to this student):

_____ Tests administered at a time of day when the student is expected to do his/her best work.

_____ Describe: _____

_____ The time allowed to take the test in a single session is extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures (**not to exceed twice the normal time**).

Extra time is allowed **ONLY** on the tests or subtests listed below that are identified with an "X": (*circle grade*)

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

_____ Provide test administration by a specific individual (i.e., special education teacher, guidance counselor, etc.).
Specify: _____

Student will use:

_____ a visual magnification device.

_____ an electronic device whose sole function is to enlarge text.

_____ a mask to cover portions of the test.

_____ markers to maintain his/her place.

_____ a large-print or Braille (circle one) version of the test.

_____ a device to screen out extraneous sounds.

_____ a calculator on the HSPE or CRT mathematics test.

Test administrator or proctor will:

_____ use an auditory amplification device to give directions.

_____ read directions aloud in English that are not normally read aloud to the student.

_____ reread directions aloud in English as necessary.

_____ provide word-for-word directions in English to the student in sign language.

_____ read the Language test content (found only on *ITBS/ITED*) word for word, text only, in English, to the student.

_____ read the mathematics test content word for word, text only, in English, to the student. **(It is NOT permissible to verbalize, explain, sign, or define mathematical symbols.)**

_____ read the science test content word for word, text only, in English, to the student. **(It is NOT permissible to verbalize, explain, sign, or define scientific symbols.)**

_____ provide directions, word for word, in English, on a separate sheet for the student to use as needed.

NOTE: IT IS NOT PERMISSIBLE TO READ THE READING TEST CONTENT TO STUDENTS.

Accommodations in Student Responses (Check only those that apply to this student):

Student will:

_____ use pencils adapted in size or grip diameter.

_____ type written responses using a keyboard or typewriter. **(The use of electronic aids such as spelling, grammar, or hyphenation checks is not permitted on the writing assessment.)**

_____ use a Braillewriter to record responses to writing prompts or constructed-response question(s).

_____ record response(s) to writing prompts or constructed-response question(s), on a separate sheet of paper.

_____ dictate responses for multiple-choice questions to a test administrator or proctor.

_____ dictate responses for constructed-response questions to a test administrator or proctor. **(This option is NOT available to students taking a writing assessment.)**

Other Accommodation(s):

IEP committees should check with the Nevada Department of Education on the use of any accommodation not listed on this accommodation form. If an accommodation has been approved in writing by the Department of Education: Office of Assessment, Program Accountability, and Curriculum, please attach a copy of the letter.

Description of accommodation: _____

III. ALTERNATE ASSESSMENT(S)

It is the judgment of the IEP committee that this student will not participate in the CRT, *ITBS* or *ITED*, or Writing Assessment during the period of the current IEP. The following alternate assessment(s) has/have been selected as a replacement: _____

The NASAA is based upon alternate achievement standards; therefore, student achievement will be based on these alternate standards. Please refer to the “Administration and Reporting Guidelines for NASAA” for additional information.

TESTING MODIFICATIONS

IEP committees who make this decision must be aware of the long-range impact this decision may have on the student. All students who test using other than accommodations (see lists above) will be placed in the **lowest achievement category for that** test and will **not** be counted for participation. The following are not accommodations but are **modifications** and **do** affect the validity of the test scores. The following list is not exhaustive but has been provided to highlight a few specific modifications that do affect the validity and reliability of a student’s test scores.

- Test administrator reading the reading test on the CRT or on the HSPE or vocabulary test(s) of the *ITBS/ITED* to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check or grammar check device on a writing assessment.
- Student dictating to a scribe the response to the *HSPE in Writing* or the *Fifth* or *Eighth Grade Writing Examination*.
- Student using a calculator on the Math Computation section of the *ITBS* or *ITED*, or on Part 2 of Math Concepts and Estimation section of either the *ITBS* or *ITED*.

Guidelines for the Nevada Proficiency Examination Program: 2005-2006

Section 504 Accommodations Form
for the Nevada Proficiency Examination Program
Effective for 2005-2006 School Year Only

Student Name: _____ **Date:** _____

This form is to be used by a student's Section 504 committee in documenting the need for testing accommodations and must be on file with the student's Section 504 Plan. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security guidelines must be strictly adhered to in the administration of NPEP testing for all students. Either Option I or II must be completed.

I. NO ACCOMMODATIONS NEEDED

_____ It is the judgment of the 504 committee that no accommodations are needed for this student. The student will test using standard conditions.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the ITBS and ITED, and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

- _____ Individual administration will be allowed.
- _____ Small group administration (other than regular classroom) will be allowed.
- _____ Administration in an alternative setting will be allowed.
- _____ Describe: _____
- _____ Provide for special lighting.
- _____ Describe: _____
- _____ Provide for test administration in a study carrel or reasonable substitute.
- _____ Provide for special acoustics such as an amplifier for verbal instructions.
- _____ Describe: _____

Accommodations in Test Scheduling (Check only those that apply to this student):

- _____ Tests administered at a time of day when the student is expected to do his/her best work.
- _____ Describe: _____
- _____ The time allowed to take the test in a single session is extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures (**not to exceed twice the normal time**).

Extra time is allowed **ONLY** on the tests or subtests listed below that are identified with an "X": (*circle grade*)

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

- _____ Provide test administration by a specific individual (i.e., guidance counselor, etc.).
- _____ Specify: _____
- Student will use:
- _____ a visual magnification device.
- _____ an electronic device whose sole function is to enlarge text.
- _____ a mask to cover portions of the test.
- _____ markers to maintain his/her place.
- _____ a device to screen out extraneous sounds.

Test administrator or proctor will:

- _____ use an auditory amplification device to give directions.
- _____ read directions aloud in English that are not normally read aloud to the student.
- _____ read directions aloud in English as necessary.
- _____ reread directions aloud, word for word, in English, as necessary.
- _____ read the Language test content (found only on the *ITBS/ITED*) word for word, text only, in English, to the student.
- _____ read the mathematics test content word for word, text only, in English, to the student. **(It is NOT permissible to verbalize, explain, sign, or define mathematical symbols.)**
- _____ read the science test content word for word, text only, in English, to the student. **(It is NOT permissible to verbalize, explain, sign, or define scientific symbols.)**

NOTE: IT IS NOT PERMISSIBLE TO READ THE READING TEST CONTENT TO STUDENTS.

Accommodations in Student Responses (Check only those that apply to this student):

Student will:

- _____ use pencils adapted in size or grip diameter.
- _____ type written responses using a keyboard or typewriter. **(The use of electronic aids such as spelling, grammar, or hyphenation checks is not permitted on the writing assessment.)**
- _____ record responses to multiple-choice questions in the test booklet or on a separate sheet of paper.
- _____ record response(s) to writing prompts or constructed-response question(s), on a separate sheet of paper.
- _____ dictate responses for multiple-choice questions to a test administrator or proctor.
- _____ dictate responses for constructed-response questions to a test administrator or proctor. **(This option is NOT available to students taking a writing assessment.)**

Other Accommodation(s):

Section 504 committees must check with the Nevada Department of Education on the use of any accommodation not listed on this accommodation form.

- _____ If an accommodation not included on this form has been approved in writing by the Nevada Department of Education: Office of Assessment, Program Accountability, and Curriculum, please attach a copy of the letter.

Description of accommodation: _____

Note: The following changes in test administration procedures are NEVER ALLOWED:

- Test administrator reading the reading test on the CRT or HSPE, or vocabulary test(s) on the *ITBS* or *ITED* to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check device on a writing assessment.
- Student using a bilingual dictionary on the *HSPE in Reading, Math and Writing*.
- Student dictating to a scribe the response to the *HSPE in Writing* or the *Fifth or Eighth Grade Writing Examination*.

LEP Accommodations Form
NEVADA PROFICIENCY EXAMINATION PROGRAM
Academic Proficiency Testing Accommodations Record for
Limited English Proficient Students
Effective for 2005-2006 School Year Only

Student Name: _____ **Date:** _____

School: _____ **District:** _____

All limited English proficient students must be tested for English language proficiency as well as for subject area content knowledge. The *English Language Proficiency Assessment (ELPA)* will be used to assess English language proficiency in speaking, listening, reading, writing, and comprehension. ELPA scores cannot be used as an alternate to state-mandated content area assessments. All LEP students must also participate in the state subject area content assessments.

☐ Student is an LEP student. Students scoring at Level 5 are considered on monitored status and are not allowed any accommodations on state subject area content tests.

One of the two options below must be completed for each LEP student. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security guidelines must be strictly adhered to in all testing for NPEP.

I. NO ACCOMMODATIONS NEEDED

_____ No accommodations are needed for this student. The student will test using standard conditions.

II. ACCOMMODATIONS (Check only those that apply to this student.)

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the ITBS and ITED and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

- _____ Individual administration will be allowed.
 _____ Small group administration (other than regular classroom) will be allowed.
 _____ Administration in an alternative setting will be allowed.
 Describe: _____
 _____ Student will take the test in a study carrel or reasonable substitute.

Accommodations in Test Scheduling (Check only those that apply to this student):

Extra time is allowed **ONLY** on the tests or subtests listed below that are identified with an "X": (*circle grade*)

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

- _____ A specific individual may administer the test. (i.e. ESL/ELL teacher).
Specify: _____
- _____ Words in writing test prompt(s) will be **defined** so that the student understands the meaning of the topic. **(No help can be given on responding to the topic nor may the prompt or any part of it be translated into the student's first language.)**
- _____ Student will use a bilingual dictionary on the CRTs, grades 3-8, and on the 5th and 8th grade writing assessments.
- _____ Student will use word-for-word translators (single word at a time translation) on the *ITBS* and the *ITED*.

Test administrator or proctor:

- _____ may answer questions regarding **testing procedures**.
- _____ will read aloud **directions** that are not normally read aloud to the student in the student's native language when possible and necessary.
- _____ will reread **directions** aloud as necessary.
- _____ will read the Language test content (found only on the *ITBS/ITED*) word for word, text only, in English, to the student.
- _____ will read the mathematics test content word for word, text only, in English, to the student. **(It is NOT permissible to verbalize, explain, sign, or define mathematical symbols.)**
- _____ will read the science test content word for word, text only, in English, to the student. **(It is NOT permissible to verbalize, explain, sign, or define scientific symbols.)**

NOTE: IT IS NOT PERMISSIBLE TO READ THE READING TEST CONTENT TO STUDENTS.

Other Accommodation(s):

If an accommodation has been approved in writing by the Department of Education: Office of Assessment, Program Accountability, and Curriculum, please attach a copy of the letter.

Description of accommodation: _____

Note: The following changes in test administration procedures are NEVER ALLOWED:

- Test administrator reading the reading test on the CRT or HSPE, or vocabulary test(s) on the *ITBS* or *ITED* to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check device on a writing assessment.
- Student using a bilingual dictionary on the *HSPE in Reading, Math and Writing*.
- Student dictating to a scribe the response to the *HSPE in Writing* or the *Fifth or Eighth Grade Writing Examination*.

Limited English Proficient (LEP) Student Testing Program School Year 2005-2006

As required by the No Child Left Behind Act of 2001, all students who are identified as "**Limited English Proficient**" must be assessed **annually** for English proficiency in the five domains of speaking, listening, reading, writing, and comprehension. This language assessment does not replace the State English Language Arts Criterion Referenced Tests (CRTs) or the Norm Referenced Tests (NRTs) as required by state law. All LEP students must **participate** in the state assessments as well as the assessment of English Language proficiency.

LIMITED ENGLISH PROFICIENT- The term "limited English proficient," when used with respect to an individual, means an individual —

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- whose native language is a language other than English;
- who is a Native American or Alaskan Native, or a native resident of the outlying areas;
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Annual Assessments for LEP Testing 2005-2006

1. **Initial Placement Procedure:** Used to determine if a child is limited English proficient, where the student should be placed and what services can be provided to assure the student's academic success.
 - Students tested: Any new student entering school with a home language other than English
 - Test used: Districts will continue to use the PreLAS and LAS for initial placement only.
 - Testing dates: Federal regulations require testing within 30 days of the start of the school year or within two weeks after enrollment if a student enters during the school year.
2. **English Language Proficiency Assessment:** Is used to measure a student's growth or progress in English proficiency. It is the official measure of an LEP student's English language proficiency and is used as a principal determinate in achieving Annual Measurable Achievement Objectives (AMAOs).
 - Students tested: All students classified as LEP
 - Test used: English Language Proficiency Assessment (ELPA).
 - Testing dates: ELPA testing must be completed by March 31st.

Any questions concerning ELPA testing may be directed to the Title III Education consultant at (775) 687-9257.